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ABSTRACT

This newsletter seeks to promote the concept of bilingual-bicultural education. Among its articles are "Selection of Social Studies Resources," "Capturing a Child's Fancy: Read-Aloud Books," and "Ana's and Marta's Toast to Second-Grade Social Studies." Recommended reading materials in the fields of elementary Mexican history, second-grade social studies, and short stories are included. Appended is a list of distributors of educational materials in Spanish and Portuguese. Some of the articles appear both in Spanish and English. (SK)

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Materiales en Marcha

PARA EL ESFUERZO BILINGÜE--BICULTURAL•

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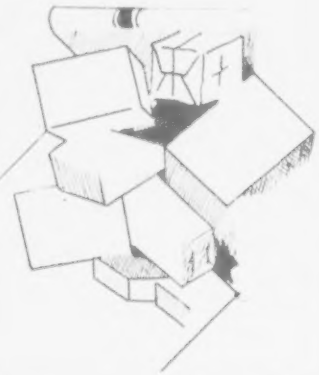

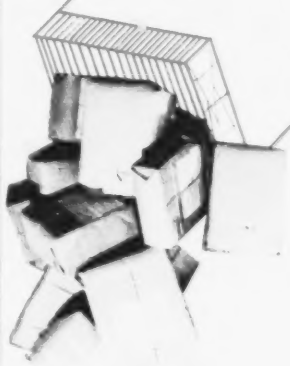

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Materiales en Marcha

PARA EL ESFUERZO BILINGÜE-BICULTURAL

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About Our Authors

A.R. RAMIREZ is a bilingual project director in Edinburg, Texas, and President of Teachers of English to Speakers of Other Languages. He holds a B.S. in Accounting and Statistics from Texas A & M and an M. Ed. in Educational Administration from the University of Texas. His career in education includes instructional and administrative experience at the elementary, secondary, and college levels. He has been Director of Special Services, Director of Instruction, Director of Head Start, and Director of Migrant Programs for the Edinburg Schools; Deputy Director, Migrant Division, Texas Office of Economic Opportunity, State of Texas; and Director of the Curriculum Division, Region One Education Service Center. He has directed an ESEA Title III project in curriculum revision for non-English-speaking children; organized a staff of experienced teachers and specialists; developed, tested, and produced a kit including manuals, records, filmstrips, illustrations, language cards, and teacher training activities; and produced a motion picture. His materials are in use in 500 classrooms across the country, and he is currently producing more.

MINERVA LIMON is Curriculum Coordinator for the Bay Area Bilingual Education League (BABEL) of Berkeley, California. She acquired her elementary and secondary education in Mexico, after which she attended the University of San Diego to earn a degree in psychology with minors in philosophy and sociology. She was appointed to teaching positions with both the Defense Language Institute and the San Francisco bilingual program, specializing for the latter in the first- and second-grade levels. She eventually became Curriculum Specialist for Mission Neighborhood Health Center, where she trained people for work inside the medical center. Her initial involvement with BABEL was as Master Teacher, in which capacity she wrote and compiled the project's curriculum guide. She is currently in the process of producing a kindergarten and first-grade Spanish as a Second Language program. She lives in Novato, California, with her husband and three children.

NICK M. SANTIAGO teaches a bilingual multigrade, pre-K-2, at Francis Mead Elementary School in San Diego. He earned both a B.A. and an M.A. in Education at San Diego State University, and he has taught kindergarten through ninth-grade classes in San Diego City Schools for 12 years. He was a Spanish Resource Teacher for five years, an English as a Second Language Resource Teacher for one year, and Community Coordinator for the Model Cities Research and Demonstration Project for one year. He was also the author and the principal actor on the KPBS-TV program, "Avenida de Inglés." He has been a Spanish instructor for UCSD Extension for two years, and he is writing a series of rhymed stories in Spanish that he hopes to have published as picturebooks.

Un Coordinador Asociado Ayuda Con La Conferencia

Associate Coordinator Helps With Conference

Un coordinador asociado ha sido nombrado para ayudar en la organización de la Primera Conferencia Anual Multilingüe y Multicultural. El Dr. Vicente (Bert) Rivas de San Diego aportará a su nuevo puesto una extensa experiencia como administrador de escuelas superiores y de servicios sociales, consejero de familias, expedidor de asuntos de la comunidad, y maestro.

El Dr. Rivas trabajará con el Dr. Gilberto T. Martínez del Esfuerzo Bilingüe y Bicultural del Estado de California.

Su Experiencia

El Dr. Rivas se recibió en la Universidad del Estado en San Diego de bachiller en psicología y de maestro en servicios sociales, y obtuvo su doctorado en educación en la Universidad de Pittsburgh. Ha sido director de un programa EPDA (programa para el desarrollo profesional de maestros), asistente del vicepresidente encargado del EOP (programa de oportunidad económica) en la Universidad del Estado en San Diego; trabajador social de la Agencia de Adopciones y Departamento de Beneficencia del Condado de San Diego, catedrático y maestro en la Escuela Superior de la Ciudad de San Diego, en la Universidad del Estado en San Diego, en la Escuela Superior del Suroeste, y en la Universidad de California en San Diego.

Es miembro de las mesas directivas del Comité de Ciudadanos Consejeros de la Escuela Adams y de los Servicios para la Comunidad Unida de San Diego. Participa activamente en los asuntos de la Federación Chicana, preside en las juntas de su Asociación Atlética y es miembro de su Comité de Educación. Se dedica intensamente al mejoramiento de las relaciones entre negros y chicanos y de los servicios a los pobres del Sureste de San Diego, de National City y de San Ysidro.

EL DR. BERT RIVAS
y ELIDA CHAVEZ

DR. BERT RIVAS
and ELIDA CHAVEZ

De Suma Importancia

El Dr. Rivas, tanto como el Dr. Martínez, da suma importancia a las sugerencias de personas de California y del resto del país interesadas en la conferencia. Solicitan que se comuniquen con uno o el otro inmediatamente por carta o teléfono para expresar opiniones acerca de tópicos, horarios, conferenciantes, y el aspecto internacional. La dirección del Dr. Rivas es MAP, 2950 National Avenue, San Diego, California 92113 (teléfono ((714)) 232-6864); la del Dr. Martínez es Bilingual-Bicultural Task Force, Room 434, California Department of Education, 721 Capitol Mall, Sacramento, California 95814 (teléfono ((916)) 445-2972).

Los Comités

El Dr. Rivas ha alistado la ayuda de Elida Chávez como secretaria para la conferencia y está haciendo esfuerzos por incrementar el número de personas de San Diego como del estado y la nación que servirán en los comités planeador y del programa. Hasta ahora ha nombrado los siguientes presidentes de comités: Decoraciones, Roselee de la Garza; Diversiones, Eduardo

El Dr. Rivas da importancia a las sugerencias . . . .

Aceves; Puesto de Interpretaciones, Rafael Fernández y Harvey Miller; Demostraciones de Enseñanza, Frances López Beckers; Exposiciones y Participación Extranjera, Rafael Fernández y Harvey Miller; Puesto de Mensajes, Rachel Flores Closson; Paquetes para los Participantes, Helen E. Díaz; Programa, Adele Martínez y Adele Nadeau; Publicidad y Registraciones, Ann Kern; Sesiones de Trabajo, Mario Barrera, Juan Rivera y Adolfo Sánchez.

An associate coordinator has been chosen for the First Annual International Multilingual Multicultural Conference. He is Dr. Vicente (Bert) Rivas of San Diego, who brings a broad background in college and social service administration, counseling, intergroup affairs and community involvement, and teaching to his new position.

Dr. Rivas will work with Dr. Gilbert T. Martínez of the California Department of Education Bilingual-Bicultural Task Force.

His Background

Dr. Rivas was awarded a B. A. in Psychology and an M. S.W. in Social Work at San Diego State University and a Ph.D. in Education at the University of Pittsburgh. He has been Director of an EPDA program in the Counselor Education Department and Assistant to the Vice-President in charge of EOP at San Diego State University, a social worker for the San Diego County Adoption Agency and Welfare Department, and a lecturer and teacher at San Diego City College, San Diego State University, Southwestern College, and UCSD.

He is on the Board of Directors of the Adams School Citizens Advisory Committee and United Community Services of San Diego. He is active in the Chicano Federation as Chairman of its Athletic Association and a member of its Education Committee, and he is extensively involved in attempts to improve Chicano-Black relations and services to the poor in Southeast San Diego, National City, and San Ysidro.

Important Input

Dr. Rivas and Dr. Martínez are emphasizing the importance of input from interested persons throughout California and the entire country. They are encouraging anyone with ideas and opinions on international involvement, schedules, speakers, subjects, or any other aspect of the conference to communicate with them by letter or telephone immediately. Dr. Rivas can be reached at MAP, 2950 National Avenue, San Diego, California 92113, (714) 232-6864; Dr. Martínez, Bilingual-Bicultural Task Force, Room 434, California Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 445-2872.

The Committees

Dr. Rivas has secured the services of Elida Chávez as conference secretary, and he is attempting to involve more individuals in the planning and programs committees at the local level, as well as state and national. So far he has appointed the following committee chairmen: Decorations, Roselee de la Garza; Entertainment, Edward Aceves; Language Assistance, Rafael Fernández and Harvey Miller; Local Demonstration Sites, Frances López Beckers; Materials Displays and Foreign Attendance, Rafael Fernández and Harvey Miller; Message Center, Rachel Flores Closson; Participants' Packets, Helen E. Díaz; Program, Adele Martínez and Adele Nadeau; Publicity and Registration, Ann Kern; Workshops, Mario Barrera, Juan Rivera, and Adolpho Sánchez.

Dr. Rivas is attempting to involve more people . . . .

Un Programa Genuino

Por Rafael M. Fernández

Nos llama la atención el hecho de que hay diversas interpretaciones de lo que la educación bilingüe bicultural es, y que hay programas que profesan ser bilingües y biculturales cuando no lo son.

Creemos que un programa bilingüe bicultural verdadero debe ofrecer la siguiente orden de sucesión de enseñanzas:

1. Conceptos fundamentales y desarrollo inicial del lenguaje en el idioma materno
2. Desarrollo del lenguaje en el segundo idioma
3. Las demás materias en el idioma materno
4. Las materias en el segundo idioma

Una Progresión

Debe contener una progresión de enseñanza de materias y desarrollo del lenguaje en los idiomas materno y segundo que abarque desde prepárvulos hasta el décimocuarto año, y debe proseguir de ahí en adelante en las escuelas superiores.

Y debe fomentar la autoidentidad personal y el desarrollo del amor propio en cada nivel escolar mediante énfasis en valores multiculturales.

Los Grupos De Estudiantes

En orden de prioridad los siguientes grupos de estudiantes deben ser incluídos en los salones de clases bilingües biculturales:

1. Los que no hablan inglés
2. Los que hablan inglés limitádamente y hablan otro lenguaje
3. Aquellos que percibirán beneficios a su amor propio y definirán más claramente su identidad al capacitarse en el idioma de sus padres o abuelos que no sea el inglés
4. Los que sólo hablan inglés

El Dialecto

El programa siempre debe

(Continua en la página 6.)

A Genuine Program

By Rafael M. Fernández

We find that there are a number of interpretations as to what is meant by bilingual-bicultural education, and that there are school programs that profess to be bilingual and bicultural when they are not.

We believe that a true bilingual-bicultural program should offer a sequence as follows:

1. Basic concepts and initial language development in the home language
2. Language development in the second language
3. Content matter in the home language
4. Content matter in the second language

A Progression

It should contain a progression of language development and content matter in the home and second languages from pre-K through 14, and should be continued thereafter in higher education.

And it should promote positive self-image development at every school level through emphasis of multicultural values.

Groups Of Students

In order of priority the following groups of stu-

(Continued on page 6.)

Un programa de transición no es un verdadero programa.

(Continua de la página 5.)

principiar por enseñar a leer y a escribir el dialecto que los alumnos ya traen consigo, debe animarlos a usar ese dialecto, y debe poco a poco ir añadiendo al vocabulario de los alumnos hasta que el dialecto forme parte del idioma genérico o de los idiomas de donde se deriva. Los idiomas deben aprenderse a fondo; pero los dialectos, que están arraigados en el alma de los alumnos y que frecuentemente vibran con colorido de expresión, nunca deben ser relegados a un segundo lugar.

Un programa de transición que sólo ofrece enseñanza en el idioma materno hasta que el alumno puede abrirse paso por sí mismo en inglés no es un verdadero programa bilingüe bicultural. Facundía en inglés y en otro idioma y una imagen personal sana y bien definida son los objetivos indispensables de la educación bilingüe bicultural.

(Continued from page 5.)

dents should be included in bilingual-bicultural classrooms:

1. Non-English speakers
2. Speakers of a non-English language who are limited speakers of English
3. Those who would gain in self-identity by becoming literate in the non-English language of their parents or grandparents
4. Monolingual English speakers

Dialect

The program should always start by making students literate in the dialect they use at home, should encourage the use of this dialect, and should gradually add vocabulary until the dialect becomes part of the broad language or languages from which it springs. Languages should be learned in depth, but the dialects, which are rooted in the souls of the students, and which often are vibrantly colorful and expressive, should never be relegated to a secondary position.

A transitional program, one that offers content matter in the home language only until the student is functional in English, is not a true bilingual-bicultural program. Total fluency in the non-English and the English language and a definite healthy self-image are the ultimate goals of bilingual-bicultural education.

A transitional program is not a true program.

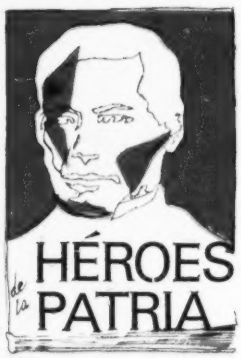
Selection Of Social Studies Resources

By Minerva Limón

As you become acquainted with bilingual education programs, you will find that a common concern is the appropriate selection of educational materials. Through my work very often I come in contact with people who are starting programs or who have programs in progress and do not have a suitable source of bilingual materials.

Since I am involved in a program that started approximately one year ago, I realize the painstaking process required in building a program from the very beginning and choosing those much-needed bilingual texts and materials. Needless to say, the Materials Acquisition Project in San Diego, California, has been a key resource in facilitating the purchase of books that otherwise would be inaccessible or extremely difficult to obtain.

Still, I feel there is a tremendous field in bilingual education for people, sensitive to the needs of bilingual children, to explore their writing abilities. There are many books not yet written and many songs not yet sung waiting to be enjoyed by a most enthusiastic and appreciative audience--bilingual children. We need more and better books by Spanish-



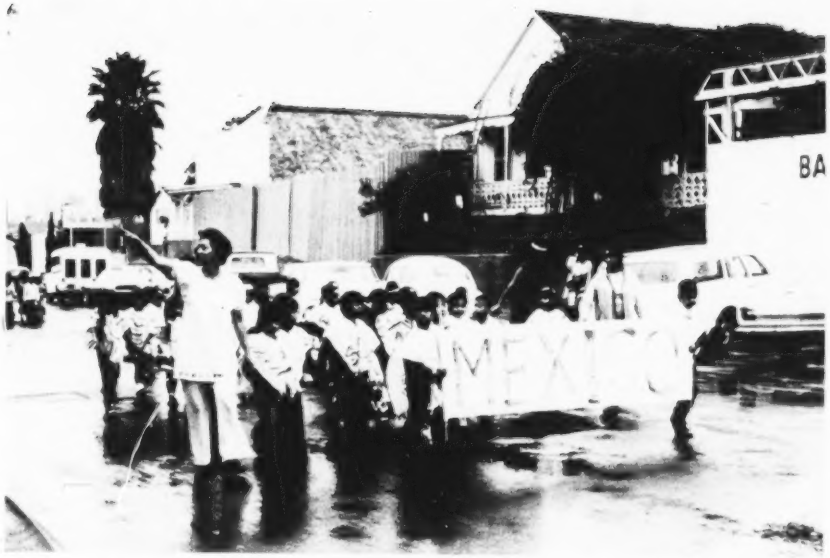
surnamed authors who address themselves directly to the realities of bilingual children, perhaps a social studies program in Spanish for those not ready to read in English. When they eventually master both languages, how wonderful it will be for them to be able to explore their world by different perspectives and symbols! I could continue pointing to the gaps in our classrooms and libraries where bilingual materials should be. However, I am optimistic that the demand for appropriate materials will encourage research and publication by those interested in the field of bilingual education.

Among the resource materials I have selected for our social studies program are three excellent books that I believe would enhance the bookshelves of any bilingual library. Los Mexicanos, Síntesis de Su Historia (México: Fondo de Cultura Económica, 1970) by María Velázquez ($1.60) is a well-written small red book highlighting the main events of Mexican history. Although only 54 pages long, the first part of it captures the moments of pain and glory which have made the Mexico of today. The remaining 64 pages trace the history of México through illustrations of

There are many books not yet written . . . .

art and architecture. Its life style is shown through the eyes of different painters. It enables any teacher, at a moment's notice, to immediately review his knowledge of Mexican history so that he may bring quick and accurate responses to his inquisitive students' questions.

Another selection which I recommend very highly is a rather large colorless book with an unassuming cover. Once you open its pages, however, you will be completely absorbed by its content. Heroes de la Patria ($3.95) is a nine-and-a-half-by-12-inch book with magnificently executed illustrations by Erasto Cortés Juárez. The inspiring, almost poetic, biographical sketches, in the best tradition of the Spanish language, are written by such literary historians as Ricardo Cortés Tamayo, Erasto Cortés Juárez, and Antonio Nakayama. This text was written in 1960 under the auspices of the Universidad Nacional Autónoma de México and contains biographical sketches, accompanying the illustrations, that converge on three highly emotional periods in the history of Mexico: La Independencia, La Reforma, and La Revolución. I cannot say enough about this book. It's a wonderfully instructive text, and it brings history to life through the main actors that shaped the Mexican story. I can best summarize its description by calling it instructive, poetic, accurate, and altogether great.



La Conquista de México (Barcelona: Teide, 1970, $4.25) is a beautiful book in every respect. It has a very colorful cover depicting, at the top part of it, what could be an everyday scene in the life of the ceremonial Mexicas. The lower right-hand illustration represents the conquest of the New World. The paper is of excellent quality, and the beautiful illustrations inside, which, by the way, are by Gabriele Santini, are just as vivid and colorful as the one on the outside cover. The first part concentrates on the great odyssey of the Western World. It depicts the existing civilizations as the Spaniards found them. It even describes Hernán Cortés in his youth. The second part deals mainly with the actual struggles against the Indians and their downfall, which was prognosticated by their religion. The third part deals with the final conquest of Tenochtitlán and the conquistadores and their renewed explorations to the South. One of the first reactions to this book will be, perhaps, to doubt its objectivity. Your hesitations will be dispelled by the time you finish reading it, however. I think your impulse will be to pick up the phone, call Barcelona, and order some more.

Capturing A Child's Fancy: Read-Aloud Books

By Nick M. Santiago

It is almost every primary teacher's dream to have an unending source of captivating read-aloud storybooks. This is a dream that is much closer to reality for most teachers of English-speaking children. But for those of us in the challenging new field of bilingual education the availability of any kind of written material in Spanish has been practically nonexistent. Today, thanks to the efforts of the Materials Acquisition Project, we are being supplied with a superb selection of original read-aloud storybooks from around the world.

If your criteria for selecting good stories to read to children are similar to mine, then you will probably agree that the following ingredients are needed for instant success in your reading sessions:

1. An appealing book jacket or cover
2. Eye-catching color illustrations
3. A captivating story

An outstanding series of short original stories meeting and surpassing the above criteria is a set of 24 books written by Gutmaga and A. Ibarra. The books are broken up into the following categories: Cuentos del Mar, Cuentos del Bosque, Cuentos de la Selva, Cuentos del Desierto y la Granja (Bilbao: Vasco Americana, 1969). The hardback covers are plasticized, and each copy costs about $1.25.

The question now is, how do you choose a book from among 24 great stories? Are your children interested in jungle stories? Then take them into a world of fun and fantasy when Gugi-gugi the parrot decides he's tired of flying and wants to become a great swimmer. Gugi-gugi (Cuentos de la Selva, Book 5) foolishly agrees to let an alligator teach him and his friend the toucan how to swim. Fortunately for Gugi-gugi the toucan is much wiser and saves him from the alligator's wily clutches.

Which child will not listen with rapture to the heart-tugging story of Babolu, the baby elephant left all alone when his mother is felled by a band of pygmies? Babolu is almost attacked by marauding hyenas when he is saved by el viejo solitario (Cuentos de la Selva, Book 2).

In their stories Mr. Gutmaga and Mr. Ibarra make excellent use of the fact that children love animal stories and are quick to side with poor defenseless baby animals. In the story "La Aventura de un Pez" (Cuentos del Mar, Book 3) the little fish Colorín decides to venture outside his safe coral cave under the sea. His near-fatal encounters with the shark and finally the octopus will surely keep the youngsters' eyes glued to the illustrations.

NICK SANTIAGO and KAREN ECKHART tell Halloween stories in Spanish on KPBS-TV's "Avenida de Inglés."

As an experiment I decided to test the reactions of my kindergarten, first-, and second-graders to one of the stories. I selected the story "Los Aprendices de Oso" (Cuentos del Mar, Book 6). To help them feel involved with the story I held out the book with the colorful jacket facing them. As they looked at the color illustration of the two young polar bears, I gave them an opportunity to discuss the environment of polar bears. As I turned the page and began the story, the children were immediately attracted to the illustrations. Each page contains a picture conveying the thoughts of the story. While I paused to let the words and the pictures sink in, I was able to go over the words on the next page quickly. (The stories are written in exceptionally large print.)

In this particular story two young polar bears, Puck and Luka, are turned loose by their parents to make a place for themselves in the icy world of the Arctic. Their first attempt at catching food ends in failure as they try to attack some walruses, thinking they are common seals. While they are deciding what to do next, an albatross tells them about some food hidden aboard an apparently abandoned ship stuck in the ice. He also warns them of a giant polar bear lurking around the ship. The two fearless bears go aboard the ship and find large caches of meat. While they are gorging themselves, the bird gives them a warning cry indicating that the giant bear is returning. Puck and Luka run out, only to be confronted by el Rey.

He chases them away with a ferocious roar. (It is important to give out with a very ferocious roar at this time.) As the young bears are dashing away, the men inhabiting the ship return. Safe behind an ice cap, Puck and Luka listen to the terribly frightening noise of rifle shots as the men assail the giant bear. Then all is quiet and still.

The children were tremendously engrossed with the story and became quite anxious when they saw the illustration of the giant bear towering over Puck and Luka. At this point in the story you could have heard a pin drop.

As is frequently the case with most primary classes, a short period of time after lunch or other particularly active sessions is needed to settle the children down. I've found these books to be very effective in achieving this quiet time.

Because of the nature of the vocabulary in the books it was important for me to become well-acquainted with the story so that I could avoid certain words unfamiliar to the youngsters. One thing is certain to happen when you take your seat in the middle of the reading circle and show them the cover of one of these books--they'll sit up and listen!

The children were tremendously engrossed . . . .

Ana's And Marta's Toast To Second-Grade Social Studies

By A. R. Ramírez

ANA: Now, Marta, you know Mr. Cortez won't say anything if you take a little longer to decide. I'm sure that he wants you to be sure.

MARTA: But I don't want him to think that I can't make up my mind. Ana, you're just going to have to help me make a choice between these two. I've never selected Spanish social studies books before. Please help me.

ANA: All right, I'll help you--just take the two sets tonight, get a half-gallon of chilled sangría on the way home, and I'll meet you there as soon as I can change.

LATER

ANA: Is this all, Marta? Just two little skinny books? Maybe you'll need both of them to make it through the year.

MARTA: Well, they're the same ones they use in the schools in Spain for a full-year course. Besides, wait till you open them--they're crammed full! Here's Naturaleza y Vida, published by Magisterio Español in 1967. There's a consumable text that costs $1.50, a consumable workbook that costs $2.00, and a teacher's guide that costs $3.00.

ANA: Ay, Marta, this just won't do! Look at this workbook. What a weird cursive style. That went out with Gregorian chants. And look! It says, "Repite aquí este dibujo." And they give the kid a space two inches square in which to copy a rooster. Why, it's awful! Here's a slice of watermelon an inch-and-a-half long, and they're supposed to color it! Maybe this was written for monasteries that train monks to illuminate manuscripts. It will never do. Let's see the other book.

MARTA: Okay, I agree that this workbook is terrible, but you haven't even seen the textbook. It may have something useful. Let's look at it. And here, have some more wine.

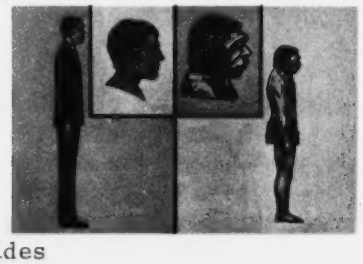
ANA: What's the title of the second one?

MARTA: This one's Naturaleza y Sociedad. It's a 1972 publication by S.M. Here's the textbook, non-consumable. It costs $1.95. And there are the workbook pages, 366 of them printed on loose sheets. They cost $2.50. Then they also have these 279 slides, all of them reproduced in the text. They cost $65.00.

ANA: I guess that qualifies it for the "multi-media" tag. But they are beautiful. Let me see the book and the teacher's manual.

MARTA: Here's the pupil's book, 132 pages in color. There's no manual. Maybe it's not out yet.

ANA: I like the color illustrations in this, and the captions beside each picture. This is really good, Marta. Look at this unit on foods. They've used bold type to emphasize key vocabulary items that appear in the text and blue type for the section headings. And here are some key words in red. Listen to this; it's the unit on food and drink: "Los niños necesitan beber leche y



Samples of "Naturaleza y Sociedad" Slides

agua. Las personas mayores pueden tomar cerveza, sidra o vino." Where would you find something like that in one of our textbooks?

MARTA: Maybe we'd better check the unit on reproduction.

ANA: Wonder what the other series does with the wine bit?

MARTA: Here it is on page 53: "Son bebidas el agua y el vino. La leche es comida y es bebida a la vez." I guess second-graders who use this series may drink wine.

ANA: There's no comparison in the quality of these texts, Marta. This 1967 set seems so cluttered.

ANA: That's it, then. Más vino por favor. MARTA: ¡Salud! Let's drink to "Naturaleza y Sociedad," the choice of wine lovers from coast to coast.

MARTA: And the colors are all washed out, too. They look like those old postcards they made in the nineties.

ANA: Are you rejecting Naturaleza y Vida totally? Isn't there anything of value in it? If not, let's get on with the big decision.

MARTA: Ana, this workbook is absolutely useless. I refuse to even take it into my room. The textbook has basically the same content in 99 pages that the other has in 132. You can open it to any page and see how the choice of wine lovers from coast to coast.

NOTE: The obvious choice still has its faults. The workbook pages call for too much drawing and coloring in small spaces and in great detail.

Some of the illustrations will not be familiar to children in the U.S., nor will the reference to public buildings and officials that are strictly Spanish. But these differences may serve as points of contrast that will give second-graders a new perspective.

ANA: That's it, then. Más vino por favor.

MARTA: ¡Salud! Let's drink to Naturaleza y Sociedad, the choice of wine lovers from coast to coast.

ANA: Wonder what the other series does with the wine bit?

MARTA: Here it is on page 53: "Son bebidas el agua y el vino. La leche es comida y es bebida a la vez." I guess second-graders who use this series may drink wine.

ANA: There's no comparison in the quality of these texts, Marta. This 1967 set seems so cluttered.

MARTA: And the colors are all washed out, too. They look like those old postcards they made in the nineties.

ANA: Are you rejecting Naturaleza y Vida totally? Isn't there anything of value in it? If not, let's get on with the big decision.

MARTA: Ana, this workbook is absolutely useless. I refuse to even take it into my room. The textbook has basically the same content in 99 pages that the other cluttered and crowded the material is. I guess the only plus is this teacher's book full of suggestions.

ANA: But the size of that type--it looks more like the back pages of an insurance policy.

MARTA: Yeah, I guess so, though it does have a lot of good ideas that I could use. Since the other series doesn't have a manual, maybe I could use this one. The units are practically the same.

ANA: That's it, then. Más vino por favor.

MARTA: ¡Salud! Let's drink to Naturaleza y Sociedad, the choice of wine lovers from coast to coast.

NOTE: The obvious choice still has its faults. The workbook pages call for too much drawing and coloring in small spaces and in great detail.

Some of the illustrations will not be familiar to children in the U.S., nor will the reference to public buildings and officials that are strictly Spanish. But these differences may serve as points of contrast that will give second-graders a new perspective.

This series can be used as a supplementary reader as well as a social studies text, and the industrious teacher can prepare programmed-type exercises based on units in the textbook.

ED. NOTE: The educational publications of the great majority of editoriales of Spain have made tremendous strides in the last few years with regard to the physical quality of books, illustrations, and format. The recent Educational Reform in Spain, which in the summer of 1971 initiated the creation of new texts, promotes individualized programmed instruction through libros de consulta and fichas de trabajo (also fichas de autoevaluación and de recuperación). These new books reflect an up-to-date understanding of the needs of children; they are extremely attractive and conform to modern pedagogical theories. The author of this article compares a 1967 edition with one of 1971. To be fair, we must say that Magisterio Español in 1971 published a new and excellent series, Mundo y Vida, which includes libros de consulta and fichas de trabajo. This series was featured in an article by Lillian Jiménez published in our issue of July 1972.

Other Recommended Materials Similar To The Ones Reviewed In This Issue

Elementary Mexican History

Arredondo, Muñozledo, B.
Breve Historia de la Revolución Mexicana
México: Porrúa, 1970
166pp. b/w. text
139pp. b/w. workbook
$3.38 text
$2.93 workbook

Barron De Moran, C.
Historia de México
México: Porrúa, 1969
371pp. b/w. text
175pp. b/w. workbook
$3.75 text
$3.75 workbook

Chávez Orozco, Luis
Historia de México I, II
México: Patria, 1967-68
229pp. b/w. text I
185pp. b/w. text II
$1.25 text I
$1.38 text II

García Rivas, Heriberto
Constitución Política de los Estados Unidos Mexicanos
México: Fernández, 1969
80pp. b/w.
$2.56

González Blackaller, Ciro
Guevara Ramírez, Luis
Un Viaje al Pasado de México
México: Herrero, 1960
125pp. b/w.
$1.88

López, Francisco M.
Vida Mexicana
México: Patria, 1959
163pp. b/w.
N.p.

Toro, Alfonso
Historia de México I, II, III
México: Patria, 1969
415pp. b/w. text I
465pp. b/w. text II
576pp. b/w. text III
$2.34 text I
$2.30 text II
$5.93 text III

Primary Storybooks

Colección Bruna
Barcelona: Aguilar, 1959
Unp. col. illus.
$ .63 ea.

Colección Cuéntame una Fábula
México: Novaro, 1965
Unp. col. illus.
$ .38 ea.

Colección Cuentos Gigantes Sigmar
Buenos Aires: Sigmar, 1965
Unp. col. illus.
$2.93 ea.

Colección Historietas, Serie Naranja
Madrid: Susaeta, 1971
Unp. col. illus.
$1.05 ea.

Colección Leyendo con el Osito Winnie
Barcelona: Molino, 1968
Unp. col. illus.
$1.05 ea.

Colección Siluetas de Oro
México: Novaro, 1966
Unp. col. illus.
$ .38 ea.

Second-Grade Social Studies

Arias, Antonio
Unidades Didácticas
León, España: Everest, 1967
107pp. col. illus. text
15pp. ea. col. illus. workbook (6)
$ .95 text
$ .25 ea. workbook

Bordas, J. y Equipo
Amplio
Barcelona: Vicens Vives, 1971
64pp. col. illus. text
$1.26

Marín R., C.
Toro G., A.
Montes Z., R.
La Naturaleza y los Hombres
Madrid: Magisterio Español, 1971
103pp. col. illus. workbook
$2.06

Méndez García, Andrés
Unidades Didácticas Globalizadas
Salamanca: Anaya, 1970
125pp. col. illus.
$1.11

Mirador
Madrid: Bruño, 1967
168pp. col. illus. text
93pp. b/w. guide
30pp. b/w. worksheets (a)
Unp. b/w. worksheets (b)
$1.58 text
$1.37 guide
$ .60 worksheets (a)
$1.68 worksheets (b)

Field-Testing Favorites

By Helen E. Díaz and Ann Kern

A Florida fourth-grade teacher has sent MAP a Spanish version of our student response sheet for field-testing that seems to have been very effective in eliciting reactions from her pupils to materials we have placed in their classroom. The teacher is Mrs. Elida Pérez-Reinaldo of Coral Way Elementary School in Miami, and the sheet she has sent us accompanies this article.

The materials she is field-testing are entitled Lenguaje 4°, Ensenañza General Básica by Pepita Bigordá and others (Barcelona: Casals, 1971). The fichas cost $2.40; the guide, $1.26. A film of the story of Juan Ramón Jiménez's Platero y Yo was used for motivation and substance with the first unit of lessons. Language development was presented in the materials being field-tested through student fichas, or work units. A teacher guide accompanies the plastic envelope containing the fichas.

Responding in Spanish, the students indicated that they liked the story very much. Four students responded, "a little," to the question. All except six students stated that they liked the narrations and the lessons. The six stated, "a little." Twenty-six students replied that they could understand the kind of Spanish used in the lessons very well. Six others said, "somewhat." Could you understand the material? Ten replied, "by myself;" six stated, "with the help of other students;" and 16 informed, "with the help of the teacher." Have you learned something using this material? Ten responded, "very much;" five replied, "something;" and one stated, "very little."

Among the items of information the students listed as things they had learned and remembered were: adjectives, differences between singular and plural, masculine and feminine, nouns, and predicates. They also reported learning new and useful words, and several replied that they had learned about Platero y Yo and Juan Ramón Jiménez.

MAP wishes to thank Mrs. Pérez-Reinaldo and her pupils for sharing their thoughts on Lenguaje 4° with us and the readers of Materiales en Marcha. The students' names are: Marta Blázquez, Ruth Brunn, Leonor Cabezas, Roberto Capote, Teresita Carmenate, Maria Elena Cendán, Andrea Díaz, Josefina Falcón, María Cristina Ferrer, Juan Carlos García, Nereyda García, Cruz Gómez, Marisel Guzmán, Alina Hernández, Humberto Hernández, Laura Hernández Díaz, Norma Hernández, Lilia López, Lodi Masud, Carlos Medina, Gustavo Novo, Jorge N. Pérez, Pedro M. Pérez, Ileana Roca, Angela Rodríguez, María M. Rodríguez, Flora Elena Salas, María E. del Salto, María Victoria Smith, Angel Soler, Hugo Villanueva, and Alicia Yanes.

Student Response Sheet to Spanish
Field-Testing Materials
1972-1973

Room 205
Grade 4
Teacher, Mrs. E. Pérez-Reinaldo
Spanish Vernacular

CORAL WAY ELEM. SCHOOL
Miami, Fla.

Nombre del niño_____

Título del Libro_____

Autores_____

_____

¿Te gustan las ilustraciones del libro?
a. mucho b. no c. un poco d. no hay ninguna

¿Te gustan las narraciones y las lecciones?
a. mucho b. un poco c. muy poco d. no

¿Puedes entender la clase de español que se usa en el libro?
a. sí, muy bien b. algo c. un poco d. no

¿Puedes entender el material?
a. tu solo b. con la ayuda de otros niños c. con ayuda de la maestra
d. es muy difícil de entender

¿Has aprendido alguna cosa usando este libro?
a. mucho b. algo c. muy poco d. nada

¿Pudieras decir algo de lo que aprendiste y recuerdas?

_____

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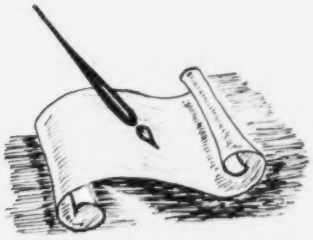

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13. ESL
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17. Role of school board
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19. U.S. Office of Education

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Avenida Fernández Juncos 1913
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723-8950

Cultural Puertorriqueña - specialists in Puerto Rican materials
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Santurce, Puerto Rico 00910
724-5683

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San Francisco, California 94109
(415) 474-0626

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San Antonio, Texas 78201
(512) 732-1136

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Valley Center, California 92082
(714) 746-4800

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New York, New York 10020
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New York, New York 10001

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40-22 23rd Street
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(212) 784-1174

Latin American Productions - specialists in materials from Vasco Americana
P.O. Box 41017
Los Angeles, California 90041

Pan American Book Co., Inc. - specialists in materials from Editorial Novaro
4358 Melrose Avenue
Los Angeles, California 90029
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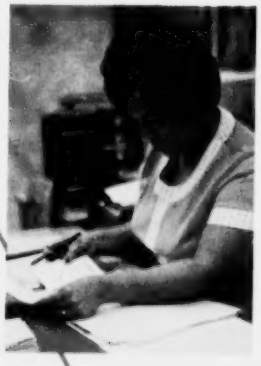

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MATERIALS ACQUISITION PROJECT'S MISSION is to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries.